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This publication is a teacher's guide for a gifted English program in secondary schools. The English course of study designed for special classes for gifted students rather than heterogeneous classes with an enriched program for the gifted, provides for three major differences from the regular English course: difference in pace or acceleration, difference in scope of material covered, and difference in depth of study. The program is so structured that the student who follows it should have by the end of grade eleven the equivalent of a freshman course in college composition and by the end of grade twelve the equivalent of a college course in English literature.

Included are general suggestions in the areas of grammar, usage, composition, vocabulary, literature, semantics, reading skills, critical thinking, library research, and study skills. The scope and sequence of English for the gifted is also presented for each grade level, seven through twelve.

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TEACHING THE GIFTED

in the

English Language Arts

Junior and Senior High School

Teaching Suggestions

Grade Scope and Sequence

School District of Abington Township
Abington, Pennsylvania
October — 1960

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(1)

TEACHING THE GIFTED

IN THE ENGLISH LANGUAGE ARTS

JUNIOR AND SENIOR HIGH SCHOOL

TEACHING SUGGESTIONS

GRADE SCOPE AND SEQUENCE

School District of Abington Township
Abington, Pennsylvania

September 1960

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1. *Introduction*

A. Why special classes and special programs for the gifted in English?

Our experience with students in our own schools has led us to believe that we can best meet the needs of the gifted student by grouping him in special classes with a specially designed program of studies. While we are cognizant of the advantages of heterogeneous sections with an enriched program for the gifted, we have found that our special classes and program both result in the greatest gains for the student and make possible the best teaching situation.

B. How does English for the gifted differ from a regular English program?

We feel that the following course of study provides for three types of differences:

1. Difference in pace. Much of the work usually included in the regular English program appears also in the program for the gifted, but the work has been accelerated since the gifted student can master it in a lower grade level. In technical grammar, for example, the regular program provides for a six-year sequence; the program for the gifted accelerates this so that the content is covered in four years; thus the last two years are available for an enriched and advanced program.

2. Difference in scope. The program for the gifted is broader in scope than the regular English program; more advanced phases of language and literature are included than ordinarily would appear in the regular program. For example, the program for the gifted includes such topics as semantics, linguistics, and critical thinking.

3. Difference in depth. The program for the gifted provides for a deeper study of material ordinarily covered in regular sections at the same grade level. For example, while a regular 11th grade college preparatory section would read only an excerpt from Thoreau's Walden, the gifted class would read the entire book and spend much time in a discussion of the philosophical position of the rebel in society.

C. How does English for the gifted relate to the Advanced Placement Program?

The following English program for the gifted has been so structured that the gifted student who follows it from grade seven should have by the end of grade eleven the equivalent of a freshman course in college composition and by the end of grade twelve the equivalent of a college course

in English literature. The programs for grades eleven and twelve, consequently, have been organized so that they follow very closely the syllabus suggested in the publication, "Advanced Placement Program: Course Descriptions" (New York, The College Entrance Examination Board, 1960.)

Students finishing the twelfth grade program will be encouraged to take the Advanced Placement examination in English.

11. Suggestions for the Teaching of English to the Gifted

A. The teaching of grammar.

Technical grammar, i.e., the description of the structure of our language, has been included in both the regular English program and the English program for the gifted for the same reasons: a knowledge of grammar can help us talk sensibly about our language, can help us write more effectively, and can help us understand the structure of the language.

Two other similarities mark the grammar program for both groups. First, we believe that grammar is best taught to all students through an inductive process in which students are first presented with the facts of structure and from them arrive at the principles applicable to such structures. Second, we believe that grammar is best taught to all students by stressing a few elements at each grade level, with necessary review, rather than by covering all grammatical elements in one year. Since the gifted student learns grammar quickly, there will be a special temptation for the teacher in the lower junior high grades to press on and cover all the content in one year. This temptation should be resisted, since an over-emphasis on grammar would of necessity crowd out other vital parts of the program.

The gifted student can more readily make the transfer from rule to application; yet the teacher of the gifted should at all stages in the teaching of grammar continue to stress how the principles apply to items of usage and to the structure of sentences.

The program of grammar for the gifted has been organized so that the presentation of the traditional material is concluded by the end of grade ten. It is recommended that in grade eleven the student be introduced to the "new grammar" of structural linguistics and that in grade twelve he be provided with a thorough review of traditional grammatical terminology.

B. The teaching of usage.

As was suggested in the section on the teaching of grammar, the gifted student can easily learn to apply an abstract principle to a specific problem of usage. The teacher of the gifted, then, can place greater reliance on the teaching of rules as an effective way of teaching usage. At the same time, he should remember that another effective way of teaching usage is to provide for sufficient oral practice and repetition of the desired form.

The gifted student can especially respond to the concepts of "levels of usage" and "appropriateness of usage." At all grade levels, the teacher should approach usage from this point of view: "What usage would best fit in this situation?"

While helping the student understand the concept of appropriate, rather than "correct" usage, the teacher should unobtrustively call attention to any gross errors that occur in class discussion, and should insist that in formal writing and speaking situations the student strictly adhere to a formal level of usage.

Since the typical gifted student comes from a very literate environment, he tends naturally to use acceptable forms and does not need a great deal of formal instruction in this area. An alert teacher will probably base most of the usage instruction on errors that appear in the student's writing and speaking. The division of items that appears on the following pages, however, will ensure complete coverage of all important points.

C. Teaching writing and composition.

The teaching of composition is probably the most important job the teacher of the gifted has to do in English. Regardless of the gifted student's occupational objective, he must learn to write logically, precisely, and effectively.

1. Frequency. It is strongly recommended that the gifted student submit a major writing assignment every week. Occasionally (especially in the lower grades) this writing assignment may consist of only one or two paragraphs, but ordinarily it will involve the writing of a complete theme (300-600 words or more.) The writing of a longer paper (e.g., a 2000-word term paper) may require, of course, that two or more of the weekly themes be omitted; the teacher should still aim, however, for a goal of twenty separate writing assignments for each student for the entire year.

2. Topics. No list of topics is suggested, since each teacher working within the framework suggested by this guide can best devise specific titles for his group. In general two types of topics will probably receive emphasis: papers related to current controversial issues having a direct impact on the junior high and senior high student, and papers related to the literature being studied.

3. Mechanics. Quite often the gifted student is impatient with what he considers "mere matters of form," and submits papers marked by incorrect spelling and punctuation. While the teacher must always value thought and expression over correctness of form, he must still require that the student proofread his paper thoroughly and correct all errors called to his attention.

4. Criticism of student papers. Every paper submitted should be read with care and should be returned, as promptly as possible, with detailed criticisms that will help the student improve his writing. Such criticism should be concerned not only with matters of form, but also with matters of organization, content, and reasoning. Wherever feasible, the teacher should meet with the student in personal conference at least once every report period and review with him his errors and his progress in writing.

5. Types of themes. The gifted student often has a flair for and an interest in the writing of fiction, poetry, and drama. While the teacher should encourage such interest, and while the following course of study provides for specific instruction in these forms, the writing of expository prose should receive the most attention. In fact, the composition program for grade twelve is devoted exclusively to the writing of specific expository types.

6. Grading of papers. In the grading of such writing, the teacher will normally be conscious of four aspects of the writing process:

a. Style. The writing should be marked by simplicity and directness. While figurative language is often effective in its place, the objective should be the cultivation of a straightforward, vigorous style in which subordination is handled skillfully and in which the vocabulary is characterized by precision and exactness.

b. Organization. There should be both within the paragraph and within the entire composition a sense of movement and a feeling of unity. The student should be able to handle transition devices skillfully and subtly.

c. Reasoning. In all expository writing the teacher should insist on sound logical reasoning and in his criticisms should call attention to fallacious reasoning, unsupported generalizations, and irrelevant detail.

d. Content. Above all the paper should give the impression that the student has something important to say. While we do not hope for complete originality, we should reject the platitudinous and the obvious and should be especially critical of thinness of content.

D. Teaching vocabulary and word choice.

One of the identifying characteristics of the gifted student is a high degree of verbal intelligence; he knows many words and easily learns new words presented to him. However, the teacher should not be intimidated by such fluency, but should through a carefully controlled program of direct instruction systematically enrich the students' speaking, writing, and reading vocabularies.

At the same time the teacher must be aware of the importance of working for precision and discrimination in the use of words. The gifted student is too often prone to mis-use newly acquired words or to use inaccurately the first vague expression that comes to mind.

Discrimination in the use of words is perhaps best achieved by frequent writing and revising. Again must be stressed here the teacher's responsibility to read the paper closely, to call attention to every inaccurate, inexact, and inappropriate expression, and to insist on complete revision of faulty writing.

The teacher can supplement such instruction with teacher-made drills which require the student to choose the best word or phrase from among a number of expressions similar in meaning.

The gifted student is also often interested in word origins and etymologies. Here the teacher can encourage independent work in looking up interesting word origins and reporting these to the class. As is indicated in the section on "Library Skills," the student should also learn to use the more difficult word reference books -- the dictionary of synonyms, the thesaurus, the Oxford English Dictionary.

E. Teaching literature.

The teaching of literature is probably second only to composition in its importance in the total program. The amount of time devoted to this aspect of English should reflect its relative importance.

The organizational pattern indicated on the following pages is two-fold. First, at the senior high school level there is an attempt to structure the reading experiences so that the student becomes acquainted in turn with world, American, and British literature. This organization, however, is not a rigid pattern that limits either the particular works studied or the approach to a given work. Second, the course provides that at each grade level major attention will be given to the understanding and analysis of a specific type of literature. Such an approach ensures that by the end of the six years the student will have had instruction in the special techniques involved in reading all the major types of literature.

This pattern, however, does not mean that the emphasis is one of chronology of literature or analysis of types. Rather the accent is on the work itself. The Advanced Placement Course Descriptions puts it this way:

> "Advanced work in literature is more concerned with the quality than with the quantity of a student's reading. It does not, therefore, attempt to 'cover' either a large number of works or any given body of literature. It rather tries to develop in the student those skills which characterize a mature reader. By analyzing patterns of structure, rhetorical devices, techniques of characterization, the use of parallels and contrasts, and above all the connotative values of words, phrases, and figures of speech, the student should develop an understanding of the precision with which a literary work not only communicates ideas but defines specific attitudes and evokes particular emotional responses. The student should become not only a sensitive reader, but also a responsible one."[1]

Such goals are perhaps best achieved by helping the student become what some have termed a "close" reader. Such close reading requires that ordinarily a work will be read in its entirety, that the student will be guided in his reading by teacher-prepared materials, and that there will be ample time for class discussion and analysis.

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1. Advanced Placement Program: Course Descriptions, pp. 49-50.

F. Using literary works.

The list of specific works included in this outline is not meant to be a "required" reading list for all gifted English classes to study. Rather it is a list of suggested works from among which the teacher may choose. Most will require the intensive reading and analysis indicated in the preceding section; some may be assigned merely as "outside" reading.

The selection of books poses an especially difficult problem. First, the work should be important in itself and of solid literary merit--worth reading and studying. Next, it should be of sufficient complexity that it will challenge the gifted student and provide intellectual stimulation. On the other hand the work should not be so complex and obscure in meaning that it fails to strike a responsive chord in the young reader.

So that he can build up his personal library and always have available his own copy of the book, the student should be encouraged to buy his own copy of the work studied.

G. Teaching language history, linguistics, and semantics.

It is important that the gifted student have some knowledge of the history of languages in general and the English language in particular, that he understand the structure and nature of his own language, and that he become aware of the semantic implications of communication. To these ends the program includes at all grade levels material pertinent to these objectives.

The junior high school program in these areas is somewhat more incidental and less formally structured than is the senior high's. In grades seven, eight, and nine the teacher should stress the concept of language as a tool of thought, having a changing rather than a fixed nature, and affecting positively and negatively both speaker and listener. The senior high program provides for a more structured three-year sequence: in tenth grade, a history of language in general; in eleventh grade, an introductory course in semantics; and in twelfth grade, a history of the English language.

Gifted students seem to have a natural interest in language; such study will have an especial appeal to the scientifically-minded student who sometimes finds other phases of English less to his liking. Students should be encouraged to keep language notebooks, culling from conversations, newspapers, magazines, radio and television shows current examples of linguistic phenomena.

H. Teaching reading skills.

It should not be assumed that all gifted students are as a matter of course good readers. Their great potential sometimes obscures the fact that some are retarded in their reading. Retarded or not, they can all profit from continuing instruction in specific reading skills.

Such instruction is provided for in the following outline, where skills are listed in what is intended to be an increasing order of complexity. The placement of a given skill at a particular grade level, however, should not preclude other skills being introduced and taught earlier if the need arises.

These specific reading skills are perhaps best taught not in isolation but in relation to the current reading and study assignments. In the junior high school definite time is allocated and specific materials provided for such instruction. In the senior high school time must be found within the regular English class.

I. Teaching critical thinking and logic.

This course outline provides for a major unit of work in twelfth grade in elementary logic. Since such training is, however, vitally important at all levels in helping the student think, speak, and write logically, the outline also includes certain fundamental principles of critical thinking and logic in all the secondary grades.

The teacher should first use the student's own writing and speaking as source material for such instruction. He should call to the student's attention every instance of faulty reasoning and take time for class discussion of the more common errors.

A second source will be current published material. Advertisements, newspaper columns, and magazine articles especially will provide many examples of faulty reasoning that the class together can study profitably.

J. Teaching library, research, and study skills.

In both the seventh and tenth grades teachers will want to find the time to include a special unit on orientation to the school library. Such a unit will give the student an opportunity to learn the location and use of the major library aids and resources. More direct learning will probably take place, however, when the student is given definite assignments in using the major reference works and when he actually uses library resources, with the help of his teacher and the librarian, in finding material for class reports and research papers.

While there is much controversy concerning the value of the research paper for the high school student, we feel that it is important for the gifted student to learn in a step-by-step process the techniques and procedures in writing the term report. These reports will tend to be rather brief in seventh and eighth grades and will lean heavily on the more available secondary sources. Even at this level, however, it is important that the student learn how to paraphrase, how to use quoted material, and how to indicate sources. By the time he is a junior in high school, he should be able to write a longer and more complex literary research paper in which he combines critical source material with his own reactions and analyses of the literary works being studied.

The fact that the gifted student learns easily does not mean that he can not profit from instruction in the study skills; consequently, the following course outline provides for the teaching of specific study skills at each grade level. The college-bound gifted student probably is in greatest need of help in three areas: how to study a textbook, how to make notes from the lecture, and how to write essay examinations. Through class instruction and guided practice in these skills, the teacher can do much to help the student become even more efficient in his study habits.

K. Teaching speaking, listening, and the mass media.

It is most important that the gifted student learn the art of constructive discussion. Too often, in his alertness, enthusiasm, and loquacity, he has been permitted to develop bad habits of discussion. The teacher needs to teach him how to differ with an idea, not with a person; how to present a controversial viewpoint without antagonizing others; and how to take an active part in a discussion without monopolizing it. Much of the class time in the English program for the gifted will be devoted to group discussions of books and ideas, and it is vitally important that the teacher help the class make these discussions meaningful, constructive, and profitable. The course outline also provides for definite instruction in the more formal speech situations--the debate, the formal speech, and the panel discussion.

The other half of the oral communication process is listening, a skill too often overlooked in the typical English class. The teacher of the gifted should feel a responsibility to help the students become active critical listeners. Students must also learn to listen patiently and attentively, for too often their minds race ahead of the speaker's words.

Finally, in an age when the mass media have become so potent an influence in all our lives, it is important that the English program for the gifted include definite instruction in the intelligent use and evaluation of these communication systems. Consequently, this course includes major units of work in the evaluation of the movies, radio, television, magazines, and newspapers.

L. The Teaching of punctuation.

In his eagerness to express himself, the gifted student is often justifiably impatient with what he may term "all that fuss about commas." While most teachers would tend to agree in valuing content over form, we still must help the student look upon punctuation as a set of conventions that he may as well learn.

The most effective way of teaching punctuation, of course, is not through artificially contrived drills but through careful attention to the student's own writing. By penalizing him for repeated errors and by requiring him to correct all mistakes in punctuation, the teacher will find that punctuation is no longer a problem for the student. The gifted student who says he "has never learned how to punctuate" often merely means he has never been required to use punctuation correctly.

A. GRADE SEVEN

Grammar: Identifying and using effectively the following elements:

1. Subject
2. Verb
3. Noun
4. Pronoun
5. Adjective
6. Predicate noun
7. Predicate adjective
8. Direct object
9. Sentence
10. Simple sentence
11. Conjunction
12. Compound subject
13. Compound verb
14. Complement
15. Compound complement
16. Modifier
17. Adverb
18. Indirect object
19. Compound sentence

Usage: Mastering the following problems of correct usage:

1. Verb-subject agreement
2. Pronoun-antecedent agreement

Writing Skills--the Sentence

1. Avoiding fragments and run-ons; writing the complete sentence.
2. Using the simple sentence effectively.
3. Combining through compound elements.
4. Avoiding choppy, rambling, and monotonous style.
5. Using the compound sentence effectively.

Writing Skills--the Paragraph

1. Using and placing topic sentence within paragraph.
2. Achieving coherence within the paragraph.
3. Achieving unity within the paragraph.
4. Using main types of paragraphs--narrative, expository, descriptive, and argumentative.

Writing Skills--the Composition

1. Writing the brief autobiography, stressing chronological sequence.
2. Writing the brief informal thank-you note, stressing tone and form.
3. Writing brief announcements, stressing clarity and simplicity.
4. Writing the brief friendly letter.
5. Writing the book report, stressing elementary skills of evaluating the work of fiction.
6. Writing the short anecdote, stressing chronological sequence.
7. Writing the simple expository theme, explaining how to do or make something.
8. Using the outline in expository writing.
9. Writing the brief report from secondary sources--gathering, organizing, and reporting factual material, with simple bibliography.

Vocabulary Development and Word Choice

1. Using verb in gaining vigor and directness.
2. Using concrete and abstract words.
3. Learning new words through context clues.

Literature Study Skills

1. Understanding the short story form--plot, setting, character, and theme in the short story.
2. Reading and enjoying special kinds of narratives--tales, myths, and legends.
3. Understanding and enjoying humorous poetry--inverted word order and run-on lines as problems in interpretation.
4. Appreciating and understanding the use of figurative language in prose and poetry--simile, metaphor, and alliteration.
5. Reading and enjoying the play as a form.

Literary Works and Texts Studied

1. Favorite Modern Plays: The Winslow Boy, The Admirable Crichton, Loyalties, Life With Father. Felix Sper, ed.
2. Tales from Shakespeare. Charles Lamb.
3. Anna and the King of Siam. Margaret Landon.
4. Stars to Steer By. Louis Untermeyer.
5. Mama's Bank Account. Kathryn Forbes.
6. The Human Comedy. William Saroyan.
7. National Velvet. Enid Bagnold.
8. Call It Courage. Armstrong Sperry.
9. Twenty Grand Short Stories. Ernestine Taggard, ed.
10. The Yearling. Marjorie Kinnans Rawlings.
11. Swiss Family Robinson. Johann Wyss
12. Tom Sawyer. Mark Twain.

Suggested Unifying Theme: Youth and the Family

Language, Linguistics, and Semantics-Understanding how language has changed in following ways:

1. Language elevation
2. Degeneration
3. Specialization
4. Generalization
5. Function change
6. Truncation
7. Neologisms

Reading Skills

1. Drawing conclusions from factual reading.
2. Testing author's inferences against facts.
3. Attacking new words with phonetic principles.
4. Using context clues for multiple meanings.
5. Using diacritical markings.
6. Adjusting reading rate to suit purpose and difficulty.

Critical Thinking and Logic

1. Distinguishing between fact and opinion.
2. Distinguishing between relevant and irrelevant facts.
3. Detecting loaded words and slanted material.

Library, Research, and Study Skills

1. Understanding nature of textbook organization and parts of textbook.
2. Using the unabridged dictionary and the desk dictionary.
3. Using the encyclopedia for simple problems of reference; advantages and limitations of encyclopedia.
4. Getting acquainted with library organization.

Speaking, Listening, and the Mass Media

1. Developing standards for evaluating the movies.
2. Giving critical reports on movies seen.
3. Telling story in chronological order; use of time transitions.
4. Making introductions in formal and informal situations.
5. Giving the brief impromptu talk.
6. Reading poetry aloud.
7. Dramatizing scenes from plays.
8. Reporting content of a speech.

Punctuation: Learning to use the following marks with precision:

1. Period
2. Question mark
3. Exclamation mark
4. Comma
5. Semi-colon
6. Apostrophe
7. Capital letters

B. GRADE EIGHT

Grammar: Identifying and using effectively the following elements:

1. Phrase
2. Prepositional phrase
3. Present participle
4. Participial phrase
5. Clause
6. Adverbial clause
7. Modification of verb by clause
8. Subordination
9. Adverb as subordinating conjunction
10. Complex sentence
11. Adjective clause
12. Modification of noun by clause
13. Antecedent
14. Restrictive clause
15. Nonrestrictive clause

Usage: Mastering problems of correct usage involving the following:

1. The form and use of the verb.
2. The pronoun.

Writing Skills--the Sentence

1. Using the complex sentence effectively.
2. Subordinating with phrases and clauses.
3. Avoiding problems of pronoun reference.
4. Placing and using modifiers correctly.
5. Using balance and parallelism in the sentence.
6. Using natural word order and varying word order.

Writing Skills--the Paragraph

1. Developing the paragraph by example, detail, reasons.
2. Varying placement of topic sentence in paragraph
3. Using transition words within the narrative paragraph.
4. Writing the narrative paragraph.

Writing Skills--the Composition

1. Mastering the form of the business letter.
2. Writing the business letter of order.
3. Writing the informal invitation.
4. Writing the longer summary of articles read.
5. Limiting the subject of a theme to manageable scope.
6. Using more complex outline in planning themes.
7. Writing the longer narrative.
8. Using dialog in the narrative.
9. Writing the theme explaining a simple process.
10. Writing description of person and place.

Vocabulary Development and Word Choice

1. Eliminating triteness in writing.
2. Using passive voice effectively.
3. Learning roots, prefixes, and suffixes as keys to meaning.

Literary Study Skills

1. Learning to understand and appreciate the biography and autobiography.
2. Reading and enjoying the informal and formal essay; the newspaper and magazine column as a special kind of essay.
3. Understanding the various types of lyric poetry-ode, sonnet, elegy, simple lyric.
4. Understanding the basic rhythms in English poetry--iambic, trochaic, anapestic, dactylic--and the basic line lengths-trimeter, tetrameter, pentameter, hexameter.
5. Understanding the use of personification, onamatopoeia, and hyperbole in poetry and prose.

Literary Works and Texts Studied

1. Five Broadway Plays--Junior Miss, High Tor, On Borrowed Time, Barretts of Wimpole Street, Abe Lincoln in Illinois. Gow and Hanlon, ed.
2. Magic Circle. Louis Untermeyer.
3. Swiftwater. Paul Annixeter.
4. Pocket Book of Short Stories. M. E. Speare, ed.
5. Diary of Anne Frank. Anne Frank.
6. The Good Earth. Pearl Buck.
7. Kon Tiki. Thor Heyerdahl.
8. A Midsummer Night's Dream. William Shakespeare.
9. Anapurna. Maurice Herzog.
10. Yankee from Olympus. Catherine Bowen.
11. Kidnapped. Robert L. Stevenson.
12. Kim - Rudyard Kipling.
13. Jane Eyre. Charlotte Bronte.
14. 20,000 Leagues Under the Sea. Jules Verne.

Suggested Unifying Theme: First Person Adventure

Language, Linguistics, and Semantics

1. Understanding the nature of language as symbol.
2. Avoiding simple semantic fallacies--confusing symbol with reality, the map with the territory.
3. Realizing the limitations of language; working for exactness in language.
4. Understanding nature of language as two-way process; effect of tone, word choice, phrasing on listener.

Reading Skills

1. Skimming to find answers and get bird's eye view of article.
2. Reading for main idea; use of topic sentence in reading.
3. Identifying and analyzing cause-effect relationships in reading.
4. Recognizing transitions in reading; understanding use of transitions in expository and narrative prose.

Critical Thinking and Logic

1. Examining conclusions for sufficient evidence.
2. Recognizing assumptions--use and limitations of assumptions.
3. Recognizing generalizations; examining to determine if they are supported by sufficient examples.
4. Recognizing stereotypes in reading.

Library, Research, and Study Skills

1. Making topic sentence outline for simple reference paper.
2. Using thesaurus and dictionary of synonyms.
3. Using the book of quotations.
4. Writing the brief report from several sources; learning to paraphrase and combine sources.

Speaking, Listening, and the Mass Media

1. Developing standards for evaluating television.
2. Learning to take part constructively in informal discussion.
3. Giving the brief oral report on television shows.
4. Taking part in panel discussions.
5. Detecting bias, contradictions, irresponsible generalizations in speech.
6. Listening for point of view of speaker.
7. Listening for main ideas in speech.
8. Listening to recall detail.
9. Listening to predict outcome.

Punctuation: Learning to use the following marks with precision:

1. Italics and underlining
2. Single and double quotation marks
3. Colon

C. GRADE NINE

Grammar: Identifying and using effectively the following elements:

1. Noun clause.
2. Clause as subject, object, predicate complement, object of preposition.
3. Past participle.
4. Perfect participle.
5. Appositive and apposition.
6. Appositional phrase.
7. Modification by apposition.

Usage: Mastering the following problems of correct usage:

1. Using modifiers correctly.
2. Using the past participle and infinitive correctly.

Writing Skills--the Sentence

1. Subordinating with noun clause.
2. Using variety of sentence type.
3. Maintaining consistency in tense.
4. Varying sentence beginning and length.

Writing Skills--the Paragraph

1. Writing the short news paragraph.
2. Developing the paragraph by narrative and dialog.
3. Writing the descriptive paragraph with spatial sequence.
4. Writing the paragraph analyzing one's feelings.

Writing Skills--the Composition

1. Writing the synopsis of a work of fiction.
2. Writing the longer paraphrase of poetry and prose.
3. Mastering point of view in narration.
4. Using the brief bibliography in the report.
5. Writing the longer informal personal essay.
6. Writing the vocational essay.
7. Writing the news story.
8. Writing the fictional narrative; elements of short story writing.
9. Writing the argumentative essay from first-hand material.
10. Writing the business letter of request and order.

Vocabulary Development and Word Choice

1. Studying word etymologies and derivations.
2. Building an active writing vocabulary through controlled practice.
3. Discriminating shades of meaning in synonyms.

Literature Study Skills

1. Identifying stanza patterns in poetry.
2. Studying and appreciating the various types of narrative poetry.
3. Understanding how plot, setting, character, and theme contribute to effect in fiction.
4. Understanding the basic nature of tragedy and comedy.
5. Understanding and appreciating the use of allusion, apostrophe, and assonance in prose and poetry.

Literary Works and Texts Studied

1. Silas Marner. George Eliot.
2. Living American Plays. Sper, ed. Glass Menagerie, I Remember Mama, You Can't Take It With You, Magnificent Yankee, Late Christopher Bean.
3. The Pearl. John Steinbeck.
4. The Merchant of Venice. William Shakespeare.
5. The Odyssey. Homer.
6. Mythology. Edith Hamilton.
7. The Old Man and the Sea. Ernest Hemingway.
8. Doorways to Poetry. Untermeyer. Harcourt Brace.
9. Great Expectations. Charles Dickens.
10. Les Miserables. Alexander Dumas.
11. Green Mansions. W. Hudson.
12. Messer Marco Polo. Donn Byrne.
13. Idylls of the King. Alfred Tennyson.
14. Stories. Frank Jennings, ed.
15. Ivanhoe. Walter Scott.

Suggested Unifying Theme: The Hero and Heroism

Language, Linguistics, and Semantics

1. Differentiating between denotation and connotation.
2. Using abstractions wisely; avoiding "dead-level" abstractions.
3. Identifying various levels of usage; maintaining consistency of level; shifting level to adapt to audience.

Reading Skills

1. Recognizing paragraph types.
2. Differentiating between detail and main idea.
3. Developing outline from reading.
4. Reading to evaluate.

Critical Thinking and Logic

1. Identifying the various propaganda devices when encountered in reading.
2. Understanding the nature of logical proof; inductive and deductive reasoning.
3. Examining use of authority in reading and writing; biased and unbiased authority; qualified and unqualified authority.

Library, Research, and Study Skills

1. Learning to use the Reader's Guide to Periodicals.
2. Using Who's Who and other biographical references.
3. Using the SQ3R approach in textbook study.
4. Preparing for examinations.

Speaking, Listening, and the Mass Media

1. Developing the ability to interpret literary material orally.
2. Learning how to debate; the modified debate form.
3. Giving the longer speech to inform and persuade.
4. Listening for transitions and seeing relationships between spoken ideas.
5. Learning to evaluate and analyze the newspaper.

Punctuation: Learning how to use the following marks with precision:

1. Brackets
2. Parentheses
3. Hyphen
4. Dash

D. GRADE TEN

Grammar: Identifying and using effectively the following elements:

1. Verbal
2. Gerund
3. Infinitive
4. Gerund phrase
5. Infinitive phrase
6. Verbals as subjects, objects, complements, modifiers
7. Compound-complex sentence
8. Semi-colon sentence
9. Word order
10. Position of modifiers
11. Deferred subjects
12. Cognate objects
13. Active and passive voice
14. Object with passive verb

Usage: Mastering the following problems of correct usage:

1. Possessive with gerund
2. Infinitive tense
3. Participial usage

Writing Skills--the Sentence

1. Avoiding sentence errors involving participial.
2. Achieving effective placement of modifier.
3. Mastering use of compound-complex sentence.
4. Using active and passives effectively.
5. Mastering balanced and periodic sentence, parallel structure.

Writing Skills--the Paragraph

1. Writing the expository paragraph.
2. Using the transition within the comparison-contrast paragraph.
3. Using the clincher sentence in the paragraph.
4. Arranging elements within paragraph to achieve most effective order.
5. Developing paragraph by comparison and contrast.

Writing Skills--the Composition

1. Writing the theme of comparison and contrast.
2. Writing the longer argumentative essay, using secondary source material.
3. Writing the precís of prose and poetry.
4. Describing a complex process in longer composition.
5. Writing the brief library paper, using multiple sources, with footnotes and bibliography.
6. Writing the theme of extended logical definition.
7. Writing the detailed critical analysis of books read.
8. Keeping a writer's journal.
9. Writing the character sketch.
10. Writing free verse and rhymed poetry.

Vocabulary Development and Word Choice

1. Learning important foreign words and phrases.
2. Using figurative language in personal writing.
3. Eliminating jargon from writing.

Literature Study Skills

1. Understanding novels using stream of consciousness and flashback techniques.
2. Understanding the use of litotes, metonymy, and synecdoche in prose and poetry.
3. Understanding and appreciating dramatic and epic poetry.
4. Analyzing plot, characterization, setting, theme, and symbol in the novel.
5. Reading, understanding, and appreciating the great classics of world literature.

Literary Works and Texts Studied

1. The Iliad. Homer.
2. Safe Conduct. Boris Pasternak.
3. Madame Bovary. Gustave Flaubert.
4. Crime and Punishment. Feodor Dostoyevsky.
5. Wild Duck. Hedda Gabbler, Doll's House. Henrik Ibsen.
6. The Theban Plays. Sophocles.
7. Six Centuries of Great Poetry. Warren and Erskine, ed.
8. Great German Short Stories. Stephen Spender, ed.
9. Mythology. Edith Hamilton.
10. Divine Comedy. Dante.
11. Apology. Plato.
12. Don Quixote. Miguel Cervantes.
13. Adventures in World Literature. Rewey Inglis.
14. The Trial. Franz Kafka.
15. Cherry Orchard. Anton Chekhov.
16. Cyrano de Bergerac. Edmond Rostand.
17. Romeo and Juliet. William Shakespeare.

Unifying theme: Man and His Gods

Language, Semantics, and Linguistics: History of Language:

1. Non-linguistic systems of communication
2. Theories of language beginnings
3. Family relationships of language
4. Evolution of language
5. Dialects
6. History of writing

Reading Skills

1. Reading non-fiction closely and critically.
2. Appraising controversial articles.
3. Discriminating between conflicting authorities.

Critical Thinking and Logic

1. Evaluating reliability of sources.
2. Understanding the kinds and nature of evidence.
3. Differentiating between observation, judgment, inference.
4. Differentiating between relevant and irrelevant data.

Library, Research, and Study Skills

1. Learning to use the play index, short story, and poetry index.
2. Using the Book Review Digest and similar aids.
3. Learning to use footnotes in reference papers.
4. Learning skills and techniques of memorization.

Speaking, Listening, and the Mass Media

1. Introducing a speaker.
2. Understanding major parliamentary procedures.
3. Evaluating information given by speakers.
4. Improving enunciation and pronunciation.
5. Learning to listen critically.
6. Evaluating magazines; reporting on national journals.

Punctuation: Learning to use the following marks with precision:

1. Ellipsis
2. Review of all other marks; special attention where errors in themes indicate weakness.

Additional Texts Used in Senior High

1. Understanding Fiction. Brooks and Warren, ed.
2. Sound and Sense. Lawrence Perrine.
3. Challenge of Ideas. John Gehlmann.

E. GRADE ELEVEN

Grammar: The purpose here will be to gain an elementary knowledge of the structural approach to English grammar as described by modern linguists. The course in grammar will follow the outline set forth in Paul Roberts' Patterns of English.

Usage: The emphasis here will be on mastering the fine points of usage and word choice ordinarily covered in the typical glossary of usage: e.g., affect, effect; farther, further. Attention will also be given to recurring problems of usage that appear in oral and written work.

Writing Skills--the Sentence

1. Mastering all the basic patterns of the English sentence.
2. Striving for compactness and economy of phrasing.
3. Working for a varied style that does not call attention to itself.

Writing Skills--the Paragraph

1. Mastering movement and transition within the paragraph.
2. Combining methods of paragraph development within the paragraph.
3. Combining and varying types of paragraphs.

Writing Skills--the Composition

1. Writing the formal invitation.
2. Writing analyses and syntheses of works of literature.
3. Writing the literary research paper, using the author's works as primary sources.
4. Writing the longer impromptu expository theme.
5. Writing the newspaper editorial.
6. Preparing college applications, personal data sheets, and similar supporting materials.
7. Writing the theme of classification and division.
8. Writing themes following an inductive and a deductive pattern.
9. Experimenting with satirical forms and styles.
10. Writing free verse, blank verse, and rhymed poetry.
11. Writing the essay expressing a personal philosophy.
12. Writing the one-act play.

Vocabulary Development and Word Choice

1. Preparing for College Board examinations.
2. Practicing and studying word analogies and word relationships.
3. Developing active vocabulary through controlled practice.

Literature Study Skills

1. Understanding the use of irony in literature.
2. Understanding the use of complex symbol in literature.
3. Understanding the use of complex imagery in poetry.

4. Analyzing the structure of the three-act play.
5. Reading, understanding, and appreciating the great works of American literature.

Literary Works and Texts Studied

1. The Scarlet Letter. Nathaniel Hawthorne.
2. Huck Finn. Mark Twain.
3. The Bear. William Faulkner.
4. Essays. Ralph Waldo Emerson.
5. Walden; Essay on Civil Disobedience. Henry Thoreau.
6. Crito. Plato.
7. Barefoot in Athens. Maxwell Anderson.
8. The Lonely Crowd. David Riesman.
9. The Organization Man. William Whyte.
10. Catcher in the Rye. J. D. Salinger.
11. The Book of Job.
12. JB. Archibald Macleish.
13. Electra. Sophocles.
14. Electra. Euripides.
15. Othello. William Shakespeare.
16. Death of a Salesman. Arthur Miller.

Unifying themes: Man and Society
Growing Pains and Self Awareness
The Vision of Tragedy

Language, Linguistics, and Semantics: An overview of semantics, using the text, Language in Thought and Action, by S. I. Hayakawa.

Reading Skills

1. Combining and evaluating conflicting sources in reading.
2. Reading the newspaper with intelligence and discrimination.
3. Improving rate of reading.

Critical Thinking and Logic

1. Distinguishing between inductive and deductive reasoning.
2. Understanding the nature of syllogistic reasoning.
3. Learning the rudiments of non-Aristotelian logic.

Library, Research, and Study Skills

1. Learning to use the Oxford English Dictionary.
2. Using specialized bibliographical materials.
3. Mastering techniques of note-taking from multiple sources.
4. Learning to use college admission reference materials.
5. Taking lecture notes; studying from lecture notes.

Speaking, Listening, and the Mass Media

1. Learning the techniques of being interviewed for college and business placement.
2. Giving the informal speech on a controversial subject; using material from secondary sources to substantiate arguments.

3. Dramatizing scenes from plays studied.
4. Evaluating impact of mass media on local community.

Punctuation: Review punctuation previously covered, giving special attention to those points causing repeated difficulty.

Additional Texts Used in Senior High

1. Understanding Poetry. Brooks and Warren.
2. Rhetoric Casebook. Frances Connolly.
3. Understanding Drama. Brooks and Heilman.
4. Preface to Critical Reading. Richard Altick.

F. GRADE TWELVE

Grammar: The stress here will be to present a final review of all those grammatical elements which will help the student talk about and understand the structure of his language. The terminology and definitions found in Teaching English Grammar, by Robert Pooley, are recommended.

Usage: The objective here will be to develop the concept of the various levels of usage and appropriateness of usage stressing the importance of the formal level in most writing; varying level to adapt to audience.

Writing Skills--the Sentence:

1. Becoming aware of English prose rhythms and developing a sensitivity to rhythm in one's writing.
2. Developing the mastery of the English sentence so that it leads to a personal style.

Writing Skills--the Paragraph: The stress here will be to review the types of paragraph, the types of development, the use of transitions in paragraphs, especially as these skills apply to the writing of the themes listed in the section which follows.

Writing Skills--the Composition: The stress here will be to present a complete course in expository writing, aiming to achieve complete mastery of the following specific types of themes:

1. Adapting to reader.
2. Evaluating by standards.
3. Writing the extended definition.
4. Stating a problem.
5. Writing the theme of interpretation of prose or poetry.
6. Writing the theme of device and process.
7. Writing the theme of analysis.
8. Reporting the work of others.

Vocabulary Development and Word Choice: The stress here will be to develop precision in the use of words and to develop a more extensive speaking, writing, reading, and listening vocabulary.

Literature Study Skills

1. Understanding the use of antithesis and pathos in prose and dramatic literature.
2. Reading and understanding modern poetry involving complex image and idea.
3. Learning the history of the development of the major literary types.
4. Reading, understanding, and appreciating the major works of British literature.

Literary Works and Texts Studied

1. Hamlet. William Shakespeare.
2. Macbeth. William Shakespeare.
3. Portrait of the Artist as a Young Man. James Joyce.
4. Gulliver's Travels. Jonathan Swift.
5. Murder in the Cathedral. T. S. Eliot.
6. Lord Jim. Joseph Conrad.
7. Martin Chuzzlewit. Charles Dickens.
8. Return of the Native. Thomas Hardy.
9. Psalms; Song of Solomon
10. Pride and Prejudice. Jane Austen.

Unifying theme--England through her literature.

Language, Linguistics, and Semantics: The objective here will be to present a survey of the development of the English language.

Reading Skills: The objective here will be to refine and further develop all those reading skills which will help the student read critically, analytically, and judiciously.

Critical Thinking and Logic: Learning to avoid the common logical fallacies:

1. Post hoc
2. Hasty generalization
3. False dichotomy; "black and white" fallacy
4. Begging the question
5. Reasoning in a circle

Library, Research, and Study Skills

1. Learning to use literary reference works.
2. Writing the longer paper in fields other than English.
3. Learning to write effective essay answers in longer examinations.
4. Further refining tools of footnoting, combining sources, paraphrasing, and listing bibliographical material.

Speaking, Listening, and the Mass Media

1. Participating in the formal debate.
2. Conducting a business meeting.
3. Evaluating and criticizing the products of the mass media.
4. Making notes from the longer lecture.

Punctuation: Review punctuation previously covered, giving special attention to those points causing repeated difficulty.

Additional Texts Used in Senior High:

1. Reading Poems. Thomas and Brown, ed.
2. Approach to Literature. Brooks, Purser, and Warren, ed.
3. British Literature. Spenser Houghton.

IV. Appendix

A. Selecting students for the gifted program in English

The specifics of the selection process vary slightly in the junior high schools and the senior high school. In general, however, students at both levels are selected in the same way.

1. Recommendation and screening by the teacher. In recommending students for such classes, the teacher will look for students who meet the following criteria:

a. A score of 125 or more on a standardized group intelligence test.
b. A score on a standardized reading test two years or more above present grade level.
c. An interest in doing accelerated work in English.
d. A minimum grade of B in English.

In general the teacher should attempt to identify gifted students who have creative and original minds, who have read widely, who can think maturely and independently, and who have good backgrounds in subject matter.

2. Further screening by the guidance counselor. The guidance counselor is in an especially fortunate position in being able to make recommendations as to how the student's personality traits, family background, emotional stability, physical health, and general maturity equip him for this special program in English.

3. Personal interview with the student by the English department chairman, honors coordinator, or director of guidance. Such an interview will give the school official an opportunity to make a first-hand evaluation of the applicant's personality, interest, and intelligence.

4. Tentative selection by department chairman, honors coordinator, or director of guidance. After weighing all the recommendations, data, and results gathered through the procedures outlined above, the school official will select students for the program.

5. Approval by parents. The school will notify the parents of the decision to enroll the student in this special program. If the parents do not wish son or daughter to take part, they may then notify the school to this effect.

B. Grading the gifted student in English.

If it is assumed that these special classes will include the most able students from the total class and if this is a program that will stimulate and challenge these gifted students, then it would be expected that their report-card grades would normally fall within the upper range (represented by the mark of B or A.) Marking a gifted student solely on the basis of how he compares with his own gifted classmates results in several disadvantages: it is unfair to him in terms of class ranking, it results in an unrealistic grade, and it would jeopardize the success of the program with the student.

Students in these classes will therefore be graded according to the following provisions:

1. In grading all papers of an essay or subjective type, teachers should assign a grade which will reflect how that paper would compare with similar papers written by a regular college preparatory section.

2. Because of the nature of the work, the ability of the student, and the importance of class ranking, a student in a special class for the gifted who is satisfactorily doing gifted-level work will not receive less than a B on the report card.

3. Any gifted class member who, by the end of the first marking period, is not doing B quality work (according to the standards for regular college preparatory sections) will ordinarily be dropped from the class. If a student's work falls below a B level because of illness or other extenuating circumstances, the teacher, department head, and counselor may decide to keep him in the gifted section.

V. *Bibliography--Materials Available From District Library*

A. Courses of study for the gifted in English

1. Baltimore County Public Schools, Towson, Md.
2. Bakersfield High School, Bakersfield, Cal.
3. Euclid High School, Euclid, Ohio.
4. Evanston High School, Evanston, Ill.
5. Hartford Public School, Hartford, Conn.
6. Montgomery County Public School, Montgomery, Md.
7. Mount Lebanon High School, Pittsburgh, Pa.
8. New Trier High School, New Trier, Ill.
9. Scott Senior High School, Coatesville, Pa.
10. Shaker Heights High School, Shaker Heights, Ohio.

B. Books on the gifted child and English for the gifted

1. American Association for Gifted Children. Gifted Child. Boston: D. C. Heath, 1951.
2. College Entrance Examination Board. Advanced Placement Program: Course Descriptions. New York: the Board, 1960.
3. Cutts, Norma and Mosely, Nicholas. Teaching the Bright and Gifted. Englewood Cliffs, N.J.: Prentice Hall, 1957.
4. DeHaan, Robert F. and Havighurst, Robert J. Educating Gifted Children. Chicago: University of Chicago Press, 1957.
5. Jamaica High School. Practices in Teaching Gifted Students in English. Jamaica, N.Y.: English Department, February 1959.
6. Jewett, Arno; Hull, J. Dan; and others. Teaching Rapid and Slow Learners in the High School. U. S. Department of Health, Education, and Welfare, Office of Education Bulletin 1954, No. 5. Washington, D.C.: Superintendent of Documents, 1954.
7. National Association of Secondary School Principals Bulletin. Advanced Placement Program in Secondary Schools, v.42, no. 242, Dec.,1958.
8. National Education Association. The Identification and Education of the Academically Talented Student in the American Secondary School. Washington, D.C.: Academically Talented Student Project, 1958.
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10. New York State Education Department. Advanced Placement Programs in English. Albany, N.Y.: The Department.
New York State Education Department. Fiction for High School Students of Superior Ability, Albany, N.Y.: The Department 1959.
11. Scheifele, Marian. The Gifted Child in the Regular Classroom. Practical Suggestions for Teaching, No. 12. New York: Teachers College, Columbia University, 1953.

C. Books of literary criticism, language, and the teaching of English

1. Beardsley, Monroe. Thinking Straight. Englewood Cliffs, New Jersey: Prentice Hall, 1956.

2. Brooks, Cleanth and Heilman, R.B. Understanding Drama. New York: Holt 1948.

3. Brooks, Cleanth and Purser, J.T. An Approach to Literature. New York: Appleton-Century-Crofts, 1952.

4. Brooks, Cleanth and Warren, R.P. Understanding Fiction. New York: Holt, 1959.

5. Brooks, Cleanth and Warren, R.P. Understanding Poetry. New York: Holt, 1960.

6. Hayakawa, S.I. Language in Thought and Action. New York: Harcourt Brace, 1949.

7. Pei, Mario. Story of English. New York: J.B. Lippincott, 1953.

8. Pei, Mario. Story of Language, New York: J. B. Lippincott, 1949.

9. Perrine, Lawrence. Sound and Sense. New York: Harcourt Brace, 1956.

10. Pooley, Robert. Teaching English Grammar. New York: Appleton Century, 1959.

11. Pooley, Robert. Teaching English Usage. New York: Appleton Century, 1956.

12. Roberts, Paul. Patterns of English, New York: Harcourt Brace, 1957.

13. Wolfe, Don. Creative Ways to Teach English, Grades 7-12. New York: Odyssey Press, 1958.

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